



Chinese

CHINESE NEW YEAR 2017
SCHOLARSHIP TO BEIJING
CONFUCIUS CLASSROOM



French

NEW NATIONAL ADVISER
SCHOLARSHIP TO NEW CALEDONIA
TEACHER EXCHANGE



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NATIONAL ADVISER UPDATE
ABOARD THE RV SONNE
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SCHOLARSHIP TO SALAMANCA
EL CARNAVAL



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LITTLE K-FOOD
ALLIS UPDATE



News & PD Features

ICLT: EXPLORE, REFLECT, COMPARE
FOREIGN LANGUAGE ASSISTANTS
IMMERSE ME VIRTUAL REALITY

The Learning Languages Newsletter is created for teachers of languages in New Zealand to share the latest news, events and stories from the world of language teaching and learning. It features Chinese, French, German, Japanese, Spanish and Korean and professional learning and development opportunities for all.

For comments, questions or to contribute to the newsletter, please email: community@ilep.ac.nz

Mailed to the TKI Learning Languages Community. Collated by ILEP on behalf of the MoE. To unsubscribe, email community@ilep.ac.nz.

Chinese Language News

Celebrating Chinese New Year: Characters & Calligraphy

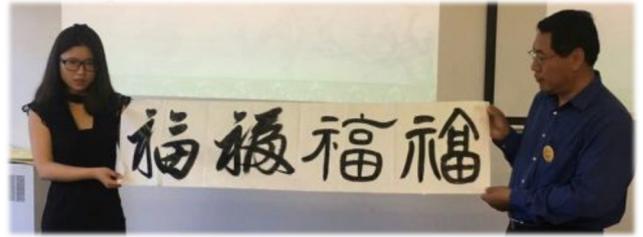
“汉字教育”与“书法传承”——中文教师共庆新年

2月4日上午，奥克兰大学教育学院开展了一次新春中国汉字与书法文化体验活动，三十多名中文教师参与此次文化活动共庆新年。

中国驻奥克兰领馆教育领事房东波，奥克兰孔子学院院长Nora Yao及ILEP经理Morgan Patterson女士作为特别嘉宾出席了此次新春文化活动，并分别送上新年祝福，表达了中新文化交流及汉语推广的夙愿，她们精彩的致辞拉开了此次活动的序幕。

在黄田老师的幽默主持及付继伟老师的带动下，活动顺利进行。首先张文老师利用实例与丰富理论，妙趣横生地讲解了中国汉字及汉字教育的教学方法和技巧，寓教于乐。然后孔子学院志愿者陈爽带领大家一起写书法，在笑声与墨香中写福字，贺鸡年。

Discover more about Chinese New Year 2017 in Mandarin on this [Chinese culture website](#).



On the morning of 4th February, ILEP and New Zealand Chinese Language Teacher Association (NZCLTA) organized a cultural experience “Chinese Characters and Calligraphy”. More than 30 Chinese language teachers participated in the workshop to celebrate the Chinese New Year.

Mr. Fang Dongbo, from the Chinese General Consul in Auckland, Nora Yao from the Confucius Institute and Morgan Patterson from ILEP attended the workshop. They gave a wonderful speech, which was dedicated to promote Chinese and cultural communication, and wished a happy and prosperous New Year.

Lead by Huang Tian and Jiwei Fu, the workshop started with Vincent Zhang sharing his experience. He talked about the Chinese characters and teaching methods and techniques of Chinese character education. Then MLA of the Confucius Institute, Chen Shuang introduced calligraphy, and all teachers used Chinese writing brushes to write the characters of Fu and Rooster to celebrate the New Year.

We were fortunate to enjoy the warm atmosphere of this successful workshop and celebratory event.

By Dr. Jiwei Fu, National Adviser for Chinese, ILEP

Student Report: Chinese Film Competition

During Term Two, we created a short Chinese video for our school assessment. The video was about us talking to each other about our friends and family in Chinese. Our teacher, Mrs Fang then asked us if we would like to enter the New Zealand wide ILEP Chinese Short Film Competition. We agreed to enter and soon after we were submitting our video to the competition. Our video was based around three people meeting on the street and then after some quick conversation, becoming friends and learning more about one another. The video contained some of the basic language that we had learned in the nine weeks Mrs Fang had been teaching us. Although the words and phrases we used were basic, we ended up winning ‘Best Language Award’ at the ILEP award-giving ceremony.

During the nine weeks we had learnt Chinese we were trying our best to learn as much as we could in the very short time we had. Mrs Fang would test us while calling the roll and after we had learnt a new thing. When she tested us she would go over everything that we have learnt previously and the most recent phrases. Mrs Fang was a very big help with the short film teaching us how to say things if we didn't know or forgot. We all really appreciated all the time you dedicated to teaching us and

all the help you gave us. We had all learnt Chinese at intermediate but Mrs Fang taught us the same amount

of new words and phrases in nine weeks as we learnt in the two years at Intermediate.

While we were making the film we practiced and perfected a variety of new vocabulary that we had recently learnt. Mrs Fang taught us lots of different basic sentences and phrases that we used throughout our short film. Mrs Fang helped us to achieve the best we could and would constantly be checking our pronunciation and grammar. We all spent time everyday writing our script and coming up with a plan for filming. We spent two days filming and editing our video. We all had lots of fun filming and it was an overall great experience that we learned a lot from. Creating our Chinese film was a long process but we were all proud of our outcome.



By Sophie Bradley, Lara Milne and Harriet Barber
(winners of the Best Language Award in the inaugural New Zealand Intermediate and Secondary School Students Chinese Short Film Competition)

Chinese Scholarship Programme to Beijing



Up to 12 New Zealand teachers of Chinese will travel to China on a 3-week intensive language and culture programme at the Beijing Language and Culture University with extra activities arranged by NZ and Chinese governments. This programme is a fantastic opportunity to be immersed in Chinese language and culture and to improve both your Chinese language and your teaching pedagogy.

Programme content

- Lessons in Chinese language and culture, with a focus on developing intercultural communicative competence
- Participation in immersion tasks designed to encourage interaction in everyday situations
- Task-based lesson development
- Extra-curricular activities such as visiting historical sites, experiencing life on a Chinese university campus, a home-stay, a visit to Hanban and school visits.

Eligibility

This scholarship is designed for fully-registered teachers with a minimum proficiency of Chinese at HSK 2 level. Applicants with a lower level may apply on certain conditions (please enquire). Teachers must demonstrate a strong interest and commitment to the teaching and learning of Chinese, particularly in Years 7-10.

Note: although native speakers may apply, priority will be given to non-native speakers of Chinese of an intermediate level.

Programme Partners

- Chinese Ministry of Education via Hanban
- New Zealand Ministry of Education through ILEP
- Chinese Embassy in Wellington
- Beijing Language and Culture University



Programme Dates: 9th - 30th April 2017
Application Deadline: 15th February 2017

For more information, please contact:
 Dr Jiwei Fu, Chinese National Adviser:
 09 623 8899 x 48613, chinese@ilep.ac.nz
 Jennifer Thomson, Intercultural Programmes Coordinator:
 09 623 8899 x 46377, programmes@ilep.ac.nz

www.ilep.ac.nz

Chinese Scholarship Programme to Beijing - Applications Open!

Up to 12 New Zealand teachers of Chinese will travel to China on a 3-week intensive language and culture programme at the Beijing Language and Culture University with extra activities arranged by NZ and Chinese governments. This programme is a fantastic opportunity to be immersed in Chinese language and culture and to improve both your Chinese language and your teaching pedagogy.

Programme Dates: 9th - 30th April 2017
Application Deadline: 15th February 2017

Find out more and download the application form on the [Chinese Scholarship Programme webpage](#).

Email: chinese@ilep.ac.nz
programmes@ilep.ac.nz

Guanny Liu-Prosee participated in the scholarship programme to Beijing in 2016. You can read about her experiences [here](#).

Henderson Confucius Classroom



The well-established Henderson Confucius Classroom has been running Mandarin lessons for 6 years now, and on 16th November a Chinese cultural day was held, which attracted over 500 students and teachers from Henderson Intermediate School, Pomaria Primary School and Waitakere College. As you can see from some of the photos below, students could be involved in activities such as Martial Arts, calligraphy, tea ceremony, bamboo dancing, chopsticks game, bottle game, playdoh-character puzzle and dumpling tasting.



The event was thoroughly enjoyed by students and teachers alike. It ended with a haka performed by the bilingual unit to show their appreciation.

By Laytee George, Organiser/Teacher in Charge

Coming up for Chinese

Chinese Language Course (free for teachers): 14th Feb/16th Feb beginner/intermediate.

Lantern Festival in Auckland & Christchurch: 9-12th February & 18-19th February. [Find out more here.](#)

Chinese Scholarship Programme to Beijing Application Deadline: 15th February.

Workshop: NCEA External Exams Analysis and Preparation: 1st March, Chinese Embassy, Wellington. [Find out more here.](#)

Second Oceania Chinese Language Teachers' Conference: 24th June 2017.

Registration: swang@ohs.school.nz



French Language News

On vous présente – Rosaria Campbell



Rosaria will be taking over the role as **National Adviser for French** from Morgan Patterson who will move on to her position as Pathway Manager for ILEP while Christine Biebricher in turn will be seconded to work as a Lecturer at the University of Auckland, Faculty of Education and Social Work.



An interest in languages led Rosaria to learn French and German at High School, and soon turned her into a Francophile, especially after she had the opportunity to put her French into action on her travels. Those included accompanying Sir Jerry Mateparae to a war commemoration in Yèvres, language tuition at the Alliance Française in Paris, a student exchange to Brittany and working as a language assistant in Nouméa – experiences which enriched her on so many levels that she chose to share her passion with future generations by becoming a teacher.

Reinvesting back into the French language community, Rosaria has taught French, but also German and te reo Māori in Timaru and most recently in Hawke's Bay, where she also was Assistant Dean and led exchanges to New

Caledonia. With the clear aim to make languages and especially French useful for a career path and to equip her students for life as global citizens she has always strived for changes in practice in language teaching.

While she feels that personal human interaction will always be the foundation of all teaching and especially language teaching, Rosaria also believes that access to authentic resources through technology crucially contributes to enable equity among students. In light of those beliefs, digital and collaborative practices in the language classroom became the main focus of her professional interest.

Rosaria is extremely excited about the opportunity to further promote the French language and culture in New Zealand as the French National Adviser. She is looking forward to connecting with the community of French learners, teachers, and lovers throughout the country. Don't hesitate to get in touch with her for any kind of advice or just for a chat and to share her passion – and don't forget to follow the [French Adviser's blog](#).

Contact Rosaria at: french@ilep.ac.nz

Stage de Nouméa

Stage de Nouméa is an immersion and study experience in New Caledonia for teachers currently teaching French in New Zealand schools. It is funded by the University of New Caledonia, ILEP and the French Embassy in New Zealand.

Programme content

The programme involves homestays with locals, placements in schools in Nouméa, intercultural inquiry and formal language classes. New Zealand teachers observe classes across multiple disciplines and have the opportunity to exchange linguistically, culturally and pedagogically.

Eligibility

Preference will be given to:

- Teachers who have previously been or are currently engaged in the ILEP pathway
- Teachers involved in levels 1 to 4 of the learning languages area of the curriculum
- Teachers who are currently teaching French



A local school visit in New Caledonia, 2016



"3 weeks of immersion with wonderful host families, school visits, language classes, cultural outings and adventures and a brilliant network of NZ teachers...what more could you want from an opportunity!?"

- Morgan Patterson, National Adviser for French, ILEP and programme host



"I would absolutely recommend Stage de Nouméa to other teachers! It gives a great context to the language you choose, allows for stronger cultural knowledge and it allows you to create new contacts."

- Marty Hantz, Principal and French teacher at Taradale Primary School and Stage de Nouméa programme participant in 2016

Programme Dates: 17th April - 6th May 2017
Application Deadline: 22nd February 2017

For more information, please contact:
Morgan Patterson, National Adviser for French:
09 623 9988 x 46366, french@ilep.ac.nz
Jennifer Thomson, Intercultural Programmes Coordinator:
09 623 8899 x 46377, programmes@ilep.ac.nz



www.ilep.ac.nz

French Scholarship Programme Stage de Nouméa

- Applications Open!

The French Scholarship programme to Nouméa, New Caledonia is a unique and immersive professional development opportunity offered to teachers of French in New Zealand. It is funded by ILEP, the French Embassy and University of Caledonia.

Programme Dates: 17th April - 6th May 2017
Application Deadline: 22nd February 2017

More information and the application form available [on the Stage de Nouméa webpage](#).

Email: french@ilep.ac.nz
programmes@ilep.ac.nz

If you missed the account of last year's scholarship participant Marty Hantz, you can [read it here](#).

New Caledonia visits New Zealand

For the first two weeks of Term 4 this year we were lucky to host a trainee teacher from the University of New Caledonia. Mathilde was part of a group of 4 students who were in New Zealand for the two week Stage.

Over the last few years at Birkdale Intermediate School, we have had a focus of improving our International Language teaching, with several of our teachers completing the TPD course and this year we have had a Mandarin Language Assistant as well. The opportunity to have a native French speaker in school for two weeks was too good to miss.

The students were very excited about having Mathilde in school. She spent time talking to our students in all of the classes that have been learning French this year. She talked about her culture and the differences between New Caledonia and New Zealand that she had noticed. She also taught a couple of classes about telling the time and gave many of our students the opportunity to practice speaking French with a native speaker. With a couple of classes she read to them in French and helped them to translate the simple texts. This was a highlight of her visit for some of the students.

At the time many classes were working on a Quest about a Samoan boy deciding whether or not to move to New Zealand and several teachers asked Mathilde to talk to their class about her experiences as a Pacific Island resident and she contributed greatly to the conversations the students were having.

Mathilde said that, for herself and the other students, the chance to see the New Zealand education system in practice was really rewarding, the New Caledonian/French system is very different from our own. Mathilde



The teachers with Morgan Patterson at ILEP

also enjoyed the interaction with the students and improving her English and particularly the Maori culture aspects of the visit, such as the powhiri the group participated in and watching our school Kapa Haka group perform.

On a personal level it was great to welcome Mathilde into our home for her two week stay, she integrated herself into our home life well and we had many an interesting conversation with her. Her stay also gave me the opportunity to practice my French and although her English is great, I enjoyed the challenge of speaking French with her whenever I could.

By Jo Bradbeer, Birkdale Intermediate School

French on Facebook

Danielle Cooper, a former student at John Paul College in Rotorua has started a students-only Facebook page called "[Francophones en Herbe - Budding French speakers](#)" to encourage Kiwi kids learning French to join together, share ideas, stories, 'cool Frenchy stuff' and much more.



"Justine's lullaby" blog

Suivez mes aventures sur Justine's lullaby !

Récemment arrivée au pays des kiwis, je prends plaisir à raconter ma nouvelle vie d'assistante de français à travers mon blog. Suivez mes itinéraires, mes coups de coeur, mes découvertes... en quelques clics seulement.

Bonne lecture!

Blog: www.justineslullaby.com

Facebook: www.facebook.com/justineslullaby

Instagram: www.instagram.com/justineslullaby/



By Justine Engel, Language Assistant for French

Coming up for French

Workshop with Manu Menard "Task-Based Approach & Tech": 15th, 16th, 22nd, 23rd February in Hamilton, Napier, Christchurch, Dunedin. [See flyer here.](#)

Stage de Nouméa Application Deadline: 22nd February 2017.

Alliance Française French Film Festival: 1st March – 12th April. [See French Film Festival Website.](#) More information about the Education Outreach Programme (teachers resource kits around the films) [here.](#)



German Language News

Liebe Deutschlehrkräfte,

Nach einer hoffentlich erfrischenden Pause wünsche ich euch einen guten Start ins neue Schuljahr. 2017 – ein besonderes Jahr in Deutschland: 500 Jahre Reformation! In meiner Arbeit hier werde ich entsprechend auf Martin Luther, den kleinen Mönch, der die Weltgeschichte so nachhaltig verändert hat, zu sprechen kommen und viel Unterrichtsrelevantes präsentieren. Ihr wisst

sicherlich, dass der Playmobil-Luther für Furore sorgt? Nein, dann schaut bitte einmal hier: <https://www.luther2017.de/de/neuigkeiten/unterwegs-mit-luther-playmobil-reformator-reist-um-die-welt/>



Worum wird es außerdem in diesem Jahr gehen? In unserem neuen ShortFilmFest um „Jojo“, wozu wir auch begleitend Veranstaltungen zum Mitmachen anbieten werden. Und ihr werdet wieder den Goethe-Kalender erhalten, 2017 zum Thema „Menschen in Deutschland“. (Schon das erste Kalenderblatt, das einen Zwerg mit der Überschrift „Typisch deutsch“ zeigt, ist eine Augenweide!). Die Begleitmaterialien in Form von ausgearbeiteten Unterrichtseinheiten sind wieder frei im Internet zugänglich: <https://www.goethe.de/de/spr/unt/kum/mid.html>

Und wie immer freue ich mich auch in diesem Jahr über die Bewerbungen eurer besten Deutsch-Schülerinnen und -Schüler aus dem 12. Jahrgang für eines der Stipendien für Deutschland. Derzeit sind gerade zwei Schülerinnen mit dem NZGSE im sehr kalten Norden und der Aufenthalt der PAD-Preisträgerinnen folgt im Juli.

Auch weitere Einsätze des Autobahnspiels bes. im Intermediate Bereich sind geplant. Das Feedback darauf im letzten Jahr war sehr ermutigend und besonders schön die Erfahrung, dass eine Schülerin mit ihrer Begeisterung über das Spiel sogar ihre Eltern ansteckte, die sich dafür am selben Abend noch bei der Deutschlehrerin bedankten!

Meine Präsentation zu „Where to with German“ aktualisiere ich laufend und komme damit gerne wieder in eure Kurse. Und bitte bringt mich doch wieder mit den Careers Advisers eurer Schulen zusammen – oder auch mit denen von Nachbarschulen! Ja, ich habe in der Tat erste Anfragen von Schulen, die gar kein Deutsch unterrichten, aber wissen möchten, ob ich z.B. über die Bedeutung von Fremdsprachen für den Lebensweg/ein Studium oder OE in Deutschland Auskunft geben kann. Das Interesse am Bundesfreiwilligendienst bei neuseeländischen Schülerinnen und Schülern ist sehr erfreulich. Gerade schrieb mir eine Schulabgängerin, sie werde ab Februar in einem Hamburger Behindertenprojekt als „Bufdi“ arbeiten und ich bin wirklich gespannt, was die Rückkehrer unter euren Ehemaligen zu berichten haben – bittet sie doch, mit mir Kontakt aufzunehmen, sodass wir einen Informationsaustausch haben.



Bis bald bei euch in der Schule oder bei einem meiner Workshops.

**By Heike Papenthin,
National Adviser for German, ILEP
german@ilep.ac.nz**

Interview Podcast

Click [here](#) to hear Heike Papenthin, National Adviser for German, talk about the value of immersion experiences, the on-going, lifelong nature of language learning.

In an interview with Language Fuel, Heike shares her view on the importance of language learning to prepare the next generation for life in the 21st century.



Interview with
Heike Papenthin

'All aboard' on the German *Sonne*

On its way traversing the Pacific Ocean, the flagship of German oceanic research, the RV *Sonne*, berthed in Auckland at the end of January. The public was invited to explore the vessel and learn about its current research trips in the New Zealand marine environment.

At least 1,500 visitors were counted on board and also attended the *German Science Fair* on the wharf right next to the *Sonne*. On their tour around the high-tech multi-disciplinary research vessel, they had the opportunity to talk to the crew and also to scientists conducting research in the fields of marine physics, geophysics, geology, chemistry, biogeochemistry and meteorology.



More than half of the people currently travelling on the *Sonne* are scientists who are usually on board for around four weeks. Although some of the communication between crew and scientists might be in English, both crew members and scientists emphasised the importance of German language knowledge since the '*Bordsprache*' - the main and also the official language on board - is German. Over at the science fair there were a lot of stalls informing about fascinating marine research cooperations between NZ and Germany, among them the Intercoast Project between the Universities of Waikato and Bremen, while the DAAD and the National Adviser of German informed on how learning German can facilitate a student's career path in science and take them to places like the *Sonne*.

German at Southland Girl's High School

We offer 4 languages, we see the importance of learning a language from a global perspective and also because learning a language stimulates the adolescent brain. For me, it was compulsory to learn 2 languages if you took an academic course. I learnt French and German and I can honestly say I learnt more about learning English through learning German. German was the most useful from a practical point of view in both South America and Europe when I did my OE in my early 20's. It is important to learn a language solely for the benefit that it stimulates the brain for learning. However it also gives greater understanding and appreciation of the global world, cultural diversities and enriches your life as a whole.

At school, the girls have been involved in the Autobahn Game. It was fascinating to see the girls in action and their excitement came through as they played. A great way to whet their appetite for more language learning. Over the years the school has been involved in the PLD project, and have also benefited from the language adviser visits, particularly the German Adviser who is enthusiasm personified.

Learning a language is an imperative. It broadens the mind, motivates people to explore the world beyond their own community. I think it is the hallmark of being an educated person. I didn't always appreciate it when I was learning languages but I do now. We plan on continuing to explicitly promote language learning for all the benefits mentioned above.



Yvonne with Heike Papenthin, National Adviser for German

**By Yvonne Browning,
Principal, Southland Girls' High School**

NZ Secondary Schools' German Essay Competition

The New Zealand Secondary Schools German Essay Competition (NZSSGEC) is a national competition founded in 2016. It aims to increase student interest in the German language among the German language-learning school communities in New Zealand, as well as provide an avenue for advanced and enthusiastic German learners to compete in a relaxed setting. Out of the 107 essays received, 1st, 2nd and 3rd place were awarded to: Elysha Negi, Lynfield College; Mark Seddon, Westlake Boys High School; and Sarisha Claassen, Pakuranga College; respectively.

12 essays were deemed Highly Commended and 31 were Commended. All prize-winners will receive a book and the top three participants receive additional prizes.

The NZSSGEC has had a strong inaugural year. We look forward to further success in the future. Special thanks must be given to our sponsors, Alan Win, Middlebank Consulting Group, New Hope Education Exchange, and Language Fuel NZ Resource Room for their financial and material support.

[Find out more on the NZSSGEC website.](#)

**By George Fangyi Wang,
NZSSGEC Co-ordinator**

Classes with Primary Learners

Last year, 12 Rutherford College German learners made their way over to Rutherford Primary school to teach the young eager students how to speak some basic German. We had spent a few weeks prior collecting various worksheets and teaching tools that could assist us in teaching a class full of excitable children. As soon as we got to the main office we were welcomed by the Primary's Principal, Clare Hocking. From there we were assigned our classes and headed off to start teaching. With a pile of worksheets in my hand, my partner and I headed over to our class. We introduced ourselves in German, followed by the English translation. After 5 mins we teaching the class a few colours and numbers up to 10. It was such an amazing experience being able to teach another language to a group of interested Primary students. All of the students participated so well. After our lesson was complete and the bell rung, we set off across the primary school field. I thoroughly enjoyed being able to share a little part my knowledge that I have gained over the past 1-2 years of learning German especially to a group of such polite, nice and funny kids. I really hope I get another opportunity like this in the future because not only did it feel cool teaching but it really helped my confidence.

**By Kerryn Clegg,
student of German at Rutherford College**

Coming up for German

National Adviser Workshops: "Latest trend sports in Germany, part 1: Yo-yo" and "German calligraphy". Venues/dates TBA.

The Biennial Conference for Teachers of German: Goethe-Institut 8th—10th July 2017.
[See website here.](#)



Japanese Language News

歓迎, Kyoko Mikami

After three years, Akiko Harada has moved on to her next position in Ireland and Kyoko Mikami will be filling the role as National Adviser for Japanese.

A trained teacher with further studies leading to a Masters and a PhD degree in Applied Japanese Linguistics, Kyoko has taught not only at different schools and universities in Tokyo, Japan, but has also trained teachers at universities in the Czech Republic and Indonesia.

Her time as National Adviser in New Zealand will be her third placement abroad with the Japan Foundation. For Kyoko, who always has been wanting to work in an English-speaking country, this is a dream come true. After all, when she filled in the box labelled 'preferred countries' in her application, she put down New Zealand as her option 1 – and nothing else. The fields for option 2 and 3 remained blank.

In her role as National Adviser for Japanese, Kyoko is looking forward to supporting teachers with her specialist knowledge and broad professional experience so as to fuel interest in the language and the unique culture of Japan, which reaches from century-old traditions to modern youth culture. Students should experience Japanese through interaction, Kyoko believes, a conviction which highlights the value of communication amongst Japanese learners and speakers.

To help her enhance such interaction and communication between language learners and the Japanese community in New Zealand, Kyoko encourages anyone with an interest in her home country to contact her as she works towards further extending the network of Japanese enthusiasts across the country.

Contact Kyoko at: japanese@ilep.ac.nz



Experiencing Japan

Our school, Te Kura Kaupapa Motuhake o Tawhiau, has been offering both Japanese and Chinese languages formally for three years now. The journey towards being able to offer these languages has been even longer.

We believe the study of Asian languages is yet another tool with which to equip our students as global citizens and the trip we embarked on is an integral part of our development in this area.

Our main objectives for visiting Japan were:

- To immerse students in the Japanese language and provide ample opportunity to apply language in real life contexts
- To develop cultural understanding between our youth and Japanese and Ainu youth
- To build on our school's existing Ainu-Ngāti Manawa relationship forged in 2015 during Ainu Association visit to TKKMOT
- To establish a sister school relationship with a Japanese Junior High School to ensure ongoing cultural exchange and interaction

Our basic itinerary was one week based in Tokyo, followed by a week in Hokkaido, namely Tomakomai and Nibutani.

The highlights of our first week included lots of day trips to explore the inner city- Shibuya, Shinjuku, Harajuku, Akihabara and Asakusa to name a few. We were also lucky enough to venture to Osaka and spend a day at Universal Studios Japan. The Wizarding World of Harry Potter was no doubt one of the most memorable parts of the trip!

The second part of our two week journey was for many the highlight as we had looked forward to visiting both Tomakomai and Nibutani Ainu groups for a very long time,



as it was an important part of developing further our relationship with them.

Our students are not unlike any other students who have ventured to Japan for the first time. After the initial shock of being in completely foreign surroundings, immersed in Japanese language, they quickly adapted to their new environment, relishing the opportunity to try out their Japanese language, explore, experience and get the most out of every day.

It seems impossible to sum up so many once in a lifetime experiences as I believe the depth and significance of what our kura experienced still hasn't truly dawned on us as we settle back in to our lives here in Murupara. We were able to achieve every single objective we went with and so much more.

We have so many people to thank for the success of our trip, and without contributions such as the grant we received from NZJEP, none of this would've been possible.

Ka nui te mihi ki a koutou NZJEP.

**By Lianne Bird,
Te Kura Kaupapa Motuhake o Tawhiau**



Japan Festival 2016

The Japan Festival started in 2012 in Wellington with the support from Wellington City Council, New Zealand Japan Foundation, and the Embassy of Japan. Following the last Japan Festival in 2014 which attracted 35000 people, the 2016 Japan Festival was even bigger! We invited a number of performers, including Showko (Acclaimed ventriloquist and comedian from Australia's Got Talent), Zoomandanke (well-known Kendama duo), and Aki Tsubaki (Japanese singer). We had various booths, including Japanese food, sweets, tea-ceremony, photo exhibitions and calligraphy.

As for me, not only have I learnt more about how to MC, but I was also surprised to learn how many people are interested in taking part in Japanese culture and tradition. I am very happy and privileged to embrace all aspects my own culture can offer people of all ages, regardless of where they come from and their background... and yes I am more

By Daiji Kataoka, Teacher of Japanese, Wainuiomata High School/ Japan Information Culture Centre

Capturing Culture

As part of the Japan Festival 2016, a photo exhibition by Susan Zou showcased the lives and experiences of 12 Japanese migrants to New Zealand. The project aims to introduce an understanding of how Japanese immigrants adapt to a kiwi lifestyle and contribute to New Zealand society whilst retaining their own culture. The adjacent photos are some of those displayed in the exhibition. The project was enabled through funding by NZJEP, Wellington City Council and the Hutt Minoh House Friendship Trust.



By Susan Zou, Project Japanese Immigrants Experiences in NZ Contact: zou.susan@gmail.com

Where can Japanese language learning lead you?

A symposium, *Where can Japanese language learning lead you?* was organised by Japanese Studies Aotearoa New Zealand (JSANZ) on 30 September 2016. This symposium was unique in that its two keynote speakers were the winners of the JSANZ Tertiary Japanese Language Speech Contest, Nathaniel Carter (University of Auckland) and Taylor Marston (AUT). Each made an impressive keynote talk about their interest in and encounters with Japanese, and their aspirations for their careers involving Japanese.

The keynotes were followed by a panel discussion chaired by Ms Dallas Nesbitt (Co-Vice President of JSANZ, Senior Lecturer, AUT). The panelists were Dr Penny Shino (President, JSANZ), Dr Junji Kawai (Senior Lecturer, AUT), Ms Michelle Lodge (Head of Languages Learning Area, Botany Downs Secondary College), Mr Nic Keating (Chair, Emerging Japan New Zealand Business Council) and Mr James Penn (Director, Business, Asia New Zealand Foundation). They discussed the potential pathways and

careers of learners of Japanese and the benefits gained through learning Japanese.

This symposium was a fantastic opportunity to exchange ideas and get valuable insights on Japanese language education from the perspectives of students, teachers and the business sector. It also strengthened our network and opened up opportunities for further collaboration.

[Read about the recent JSANZ book publication here.](#)

By Masayoshi Ogino, Co-Vice President, JSANZ



Coming up for Japanese

Japan Day 2017: 26th February [Find out more here.](#)

NZ Schools Japanese Trivia Championships 2017: 16th June

Cross-Sector Professional Development Workshop for Japanese Language Educators: 22nd - 24th June, Massey University, Wellington, in collaboration with Sasakawa, JSANZ, NZALT, and NZAJLT)



Salamanca Scholarship Programme



This programme offers teachers of Spanish the opportunity to improve their Spanish language and cultural understanding with a 2 week immersion trip to Spain. The course consists of 40 hours of Spanish Language and Culture classes and a homestay experience and cultural excursions are also included.

Programme content

- Spanish Language and Cultural Classes at the University of Salamanca
- Extra-curricular activities such as workshops, cultural visits and trips to historical sites
- Opportunities for both homestay and residence accommodation during the 2 weeks

Eligibility

Preference will be given to teachers who:

- Have completed the TPDL programme or similar in-depth professional development
- Are involved in teaching levels 1 to 4 of the learning languages area of the curriculum



Above: New Zealand teachers of Spanish outside the University of Salamanca, 2016

"Salamanca, ciudad milenaria y Patrimonio de la Humanidad, os espera para hacer un curso de dos semanas en una de las más prestigiosas universidades del mundo en el campo de la enseñanza y aprendizaje de español. ¡No esperes, presenta tu solicitud ya!"



- Pablo Mateu Garcia, National Adviser for Spanish, ILEP and programme host

"Everything was very well organised and the programme was excellent professional development. We made strong bonds with other Spanish teachers, Spanish people and fellow students and teachers. I will be able to share ideas gained with my colleagues and get my students speaking Spanish as often as possible!"



- Chloe Baillie, Spanish teacher at King's College and Salamanca programme participant in 2016

Programme Dates: 10th July - 21st July 2017

Application Deadline: 17th February 2017

For more information, please contact:

Pablo Mateu Garcia, National Adviser for Spanish:

04 802 5665 x 217, spanish@ilep.ac.nz

Jennifer Thomson, Intercultural Programmes Coordinator:

09 623 8899 x 46377, programmes@ilep.ac.nz



www.ilep.ac.nz

Spanish Scholarship Programme to Salamanca

- Applications Open!

ILEP provides this language and culture immersion programme to Spain in partnership with the University of Salamanca. Teachers who gain a place will have the opportunity to improve their language skills through immersion in the language and culture, formal classes, activities and a homestay in Salamanca. The professional development needs of the teachers will be catered to with guidance from the ILEP National Adviser for Spanish.

Programme Dates: 10th - 21st July 2017

Application Deadline: 17th February 2017

Find out more and download the application form on the [Salamanca Scholarship Programme webpage](http://www.ilep.ac.nz/salamanca-scholarship-programme).

**Email: spanish@ilep.ac.nz
programmes@ilep.ac.nz**

Febrero llega a España y con él, el Carnaval



Carmen and a friend dressed as pink cupcakes for Cadiz Carnival

Los orígenes del Carnaval en España se remontan a la antigua edad romana, donde esta festividad pagana celebrada entre Navidad y Semana Santa permitía adquirir nuevas identidades a través de los disfraces y las máscaras. Actualmente, cada rincón español vive el Carnaval de forma distinta, mezclando elementos tradicionales y modernos, y dando lugar a un paisaje festivo que muy pocos deciden perderse.

El Carnaval de las Islas Canarias es el más conocido mundialmente y es considerado como Patrimonio inmaterial de la Humanidad. En Las Palmas de Gran Canarias se celebra la Gala de Elección de la Reina y la Gala de Elección del Drag Queen del Carnaval, donde los y las aspirantes compiten con trajes asombrosos. Estas competiciones van acompañadas de espectáculos de luz, música, baile y pasacalles.

En Cádiz por su parte se pueden encontrar la variante más cómica del Carnaval. Agrupaciones carnavalescas compiten en el Gran Teatro Falla cantando y satirizando problemas e historias de interés social. Mientras tanto, las calles se llenan de fiesta y espectáculos callejeros.

Los carnavales de Tenerife y Cádiz congregan a miles de personas cada año. Sin embargo, las celebraciones carnavalescas no terminan ahí. El Carnaval de Vinaròs, el de Águilas y el de Badajoz son también de gran importancia entre muchos otros. El Carnaval se extiende por todo el territorio español, uniendo tanto a jóvenes como mayores y llenando las calles de espectáculos, música, disfraces y alegría.

By Carmen Vilchez, Language Assistant for Spanish

Coming up for Spanish

Salamanca Scholarship Application Deadline: 17th February. See above.

National Adviser for Spanish Workshops and Visits: email: spanish@ilep.ac.nz.



Korean Language News

Support for Korean Teachers

⇒ Korean Education Centre

The Korean Education Centre (KEC) is proud to support NZ schools to establish and develop a Korean language programme. Currently over 20 schools are running Korean language programmes financed by the Korean Government. [Please contact KEC to find out how you can apply.](#)

⇒ ILEP Korean Language Mentor

This year Hyun-Joo Kim, the Korean Language Mentor at ILEP will continue to work with teachers and schools receiving ALLiS funding and assist in many ways with the running of Korean language programmes.

[Find out more here.](#) Or email: hj.kim@auckland.ac.nz.

⇒ New Zealand Korean Language Teacher's Association

NZKLTA is a newly-formed subject association for teachers of Korean. Sue Kim from Net NZ school has taken the role of president:

"We act as a voice for New Zealand teachers and provide sustainable support for each other - sharing ideas collaboratively to develop resources for the Korean Language in NZ schools. To join the NZKLTA community, follow this link. I am excited to see how we will work together and support each other in our community. You can contact me directly at suekim@netnz.school.nz or 021 164 8707. I look forward to working with everyone and what is to come in the future."

Korean Cooking

The Little K-Food Cooking Classes took place across nine schools in Auckland for three weeks in October as part of Korean Language Week and Korea Festival in Auckland 2016. A total of 250 local students from Marina View School, Waikowhai Intermediate, Mt. Roskill Intermediate, Takapuna Normal Intermediate, Farm Cove Intermediate, Kristin and three other schools have had a chance to experience Korean foods including Modumjeon (Assorted Pan-fried Delicacies), Gimbap (Dried Seaweed Rolls), Hwajeon (Flower Rice Cakes) and Bulgogi.

You can see the Korean Cooking Classes in the Youtube video below:



[Making Gimbap at Marina View School](#)



Opportunities for Teachers & Learners of Korean

⇒ NZ Principals' Korean Study Tour 2017

The Korean Education Centre (KEC) is pleased to announce the NZ Principals' Korean Study Tour 2017 (NZPKST). The tour will consist of up to 12 principals/deputy principals, and they will be travelling around Korea, visiting Korean schools and educational organizations between 22-29 April 2017. Apply by 21st February. [Find out more here.](#)

⇒ Free Korean Classes

KEC offers Free Korean Classes to anyone who wishes to learn Korean. We provide different levels from beginner to advanced to meet every need. The classes focus on real life situations where you can practice the language with 15-20 classmates and highly qualified teachers. Along with Korean language learning, other cultural events are offered to students such as Movie Nights and Korean Food Day. Each term, more than a hundred students benefit from and enjoy this opportunity to learn Korean. [Find out more here.](#)

⇒ TOPIK (Test of Proficiency in Korean)

The TOPIK is a highly recognised test, essential to study or work in Korea. You may however take it simply to test your proficiency in Korean. The TOPIK will be held in Auckland on 15th April 2017. The application will close on Wednesday, 1 February. [Find out more here.](#)

Apply Now!
NZ Principals' Korean Study Tour 2017
22~29 APR

2017 Free Korean Class Term Dates

2017 TOPIK Test of Proficiency in Korean



Coming up for Korean

Korean Calligraphy Class: Weekly, 5-6pm starting on 8th February

Korean Language Course (free): Weekly, different levels and dates, starting 7th February, Korean Education Centre

NZKLTA Teacher Workshop: 14th of March, 4-6pm, Korean Education Centre

ALLiS - Asian Language Learning in Schools

Welcome back from the ALLiS Team at ILEP. We hope you had a great summer holiday and that your ALLiS programmes have started well. We have a new team member, Belinda Sydenham (see her introduction adjacent) who has taught Japanese for many years and she is looking forward to working with you and your ALLiS clusters. Our team will continue last year's in-school and online offers of support:

In-school support

- Attend cluster meetings or training days and offer advice on general ALLiS planning
- Provide cluster workshops based on individual needs (language pedagogy and e-learning)
- Individual classroom visits with follow-ups
- Meet with individual teachers or small groups to develop units, lesson plans, resources, teaching ideas and work on language teaching pedagogy

Online support

- Zoom/ skype meetings between ILEP team members and clusters or individual teachers
- Webinars on specific topics identified by ALLiS teachers/ clusters
- Moodle: discussion, sharing resources, e-learning, messaging, collaboration, information about workshops/ events and language courses

If you or your cluster teachers are not signed up for the ALLiS Moodle yet, please get in touch at allis@ilep.ac.nz, providing full name, school, position (including language) and email address.

Get in touch with us to discuss further details of the support we offer or if you have any questions.

We look forward to continuing to work with you this year!

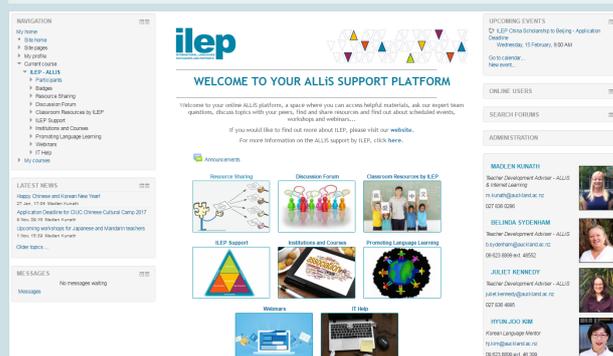
By The Allis Team at ILEP



I have been a Japanese language teacher for more than 20 years, working in secondary and primary schools in New Zealand and Japan, as well as teaching night classes for adults. I have worked as a pedagogy tutor for the University of Auckland, with trainee teachers of Japanese. For the past year, my work has been as a facilitator with Team Solutions at the University of Auckland, where I have been part of teams who build the professional capacity of middle leaders in secondary schools. Teaching Japanese is my passion, and I love working with teachers and students to ensure that learning is exciting and interesting for everyone. I look forward to meeting and working with teachers in the ALLiS clusters to develop strong collaborative networks and to help teachers feel confident in their language classes.

Contact Belinda at: b.sydenham@auckland.ac.nz

**By Belinda Sydenham,
Teacher Development Adviser—ALLiS**



The Online Learning Platform for ALLiS

Renew your Language Association Memberships!

Teachers of languages, remember to renew your annual memberships to the relevant subject associations for Chinese, French, Japanese and Spanish, as well as NZALT. And if you are a new teacher of languages, you can find out more about what the associations offer on the websites below, and get in touch with the fantastic communities of teachers!



NZALT <http://www.nzalt.org.nz/membership/>



NZCLTA <http://www.nzclta.org/how-to-subscribe/>



NZAFIT <http://www.nzafit.co.nz/join-the-nzafit>



GANZ <https://ganz.ac.nz/>



NZAJLT <http://www.nzajlt.org.nz/join-now/>



STANZA <http://www.stanza.org.nz/about-us/>

Intercultural Communicative Language Teaching (iCLT): Explore, Reflect, Compare

How familiar are you with intercultural communicative language teaching (iCLT)? As an avid reader of the ILEP newsletter the odds are high that you have come across the term, but do you know how to put the concepts into practice in your classroom? I surveyed 76 language teachers from South Island secondary schools and found that two-thirds were not sure how to practise iCLT (half of that group had not even heard of it).

The Curriculum: The foundation to intercultural teaching is the integration of language and culture at all stages. iCLT is not explicitly identified in the New Zealand curriculum document, but many principles of the approach appear as values and key competencies. These include the need for students to be “international citizens,” to learn about their own values and those of others, critically analyse values, explore different worlds and their own, and value all cultures.

iCLT is explicit, though, in the curriculum guide for Learning Languages, where it is promoted as the means of linking language learning programmes with the curriculum. The sprawling online guide requires a lot of time and patience to work through, but I strongly urge you to revisit it with intercultural teaching specifically in mind. Under [‘Learning Programme Design’](#) you will find the six iCLT principles, developed by New Zealanders (principally Dr Jonathan Newton) for New Zealand teaching situations. Each principle is presented and described, and at least three examples of practical classrooms tasks are included.

In Practice: The busy classroom reality allows little time to gain a comprehensive understanding of theories of education and development. Most useful, then, is theoretically-derived practical information that can be easily applied in the classroom to adapt and accommodate preferred tasks and assignments. To this end, I have attempted to distil the wider theory of intercultural teaching into three practices: Explore; Reflect; Compare. Shaping classroom activities with these practices will help align a teacher’s approach with intercultural teaching.

Explore: Cultural knowledge is not a set package of information about a culture to be transmitted by the teacher and regurgitated by the student. There is no ideal representation of a culture, so knowledge must be gained through exploration with the expectation of making new discoveries. This also means that the teacher is not the ‘all-knowing’ source of culture. The teacher has one understanding of cultural information; other perspectives should be gained by exploring a range of sources: talking and corresponding with other members of the culture, internet searches (especially sites generated in the target language), books, films, music, and so on. Objectively discuss the different perspectives. Explore how culture influences language used (culture-in-language); explore the language used in practising the culture(s) (language-in-culture).

Reflect: The need to reflect on one’s own culture is crucial to intercultural teaching, but its absence can be the one aspect keeping a teacher from practising an intercultural approach. This is not reflection on teaching. This reflection is carried out by teachers and students to develop awareness of how one’s own cultural perspective is influencing one’s learning, one’s interpretation of an interaction, and one’s behaviours in the interaction. Our own cultural perspective is often invisible to us. If you are teaching your mother tongue you need to realise how your culture might differ from your students’ cultures. If you are teaching a language other than your own, you need to be aware of how your understanding of the target language/culture is affected by your cultural perspective.

Compare: Comparisons between the target language/culture and the dominant language/culture are commonly carried out in language classes, often focusing on the differences. However, comparison should also look for similarities. Of course, in order to make comparisons, you need to be able to reflect – see point above! Objectively discuss differences; teach the skill to recognise that other perspectives are equally valid, and that one’s own worldview is not ‘right’ or ‘the norm’ in comparison with ‘the other.’

In the Classroom: I developed a class activity to incorporate all three of these practices and tested it in three language classrooms: Year 12 German class taught by native German; Year 12/13 German class taught by native New Zealander; Year 11 French class taught by native German. In this term-long class project, each student researched a self-chosen preconception about the target culture, using the target language to do so where possible (explore). They then researched that aspect in relation to their own culture (reflect) and used their findings to make comparisons (compare) and determine whether their preconception was true in relation to the target culture, their own culture, and in what contexts. Findings were presented as their graded speech or conversation assessment. Students enjoyed the task, particularly the element of personal choice, which they felt made their speech more interesting and meaningful, and the opportunity to learn culture to a greater depth. Teachers rated the activity positively: it was engaging, a leveller—those with lower language proficiency could make valuable contributions—it led to enhanced language production (extended output), and even persuaded some students to continue on in the language programme.

I am happy to provide the details of this task, and you are welcome to use it (or adapt it) in your classes. Please contact me if you want to discuss any of the points raised here, including the full results of the survey of teachers: jo.oranje@otago.ac.nz.

By: Jo Oranje, PhD, University of Otago

Foreign Language Assistants Programme 2017

Orientation Days

Bienvenue, Willkommen, Bienvenidos, Foreign Language Assistants!

At the start of February, twenty young people from Germany, France, Spain and Tahiti assembled in the ILEP meeting room to find out what lies before them at the Orientation Days. Although many of them only just arrived days before, no tired faces were to be seen as the Foreign Language Assistants for French, German, and Spanish were very excited and keen on getting started on their long awaited adventure in New Zealand.

When teaching a second language, language and culture go hand in hand. The language assistants as representatives for the language and the culture of their home country will become the students' idea of France, Germany, or Spain. As ambassadors for their languages, they will actively work to improve teacher capability, lift student achievement and further promote their own language in New Zealand. Their host teachers in turn receive valuable support in the classroom – and a very individually tailored type of Professional Development.



To ensure a smooth start in NZ, the ILEP staff put a lot of thought into developing a comprehensive and entertaining programme for the newly arrived. After a pōwhiri and an introduction to Maori culture at the Epsom campus marae Te Aka Matua o Te Pou Hawaiki, many presentations and activities prepared the assistants for their work in New Zealand classrooms but also for their life here. Modelling “how we teach in NZ”, ILEP

staff introduced them to the local pedagogy, making the two orientation days stand as an example for classroom work in New Zealand. Lots of fun was involved as the participants got to know each other through games, went on a QR code treasure hunt on acronyms in the NZ education system, and illustrated “do’s and don’t’s” by drawing, modelling and gesturing in a snakes and ladders game.



It was important for the participants to see that differences between their home country and New Zealand can be plentiful and sometimes unexpected, ranging from cultural differences to different teaching methods, timetables and general setups at their host schools. Leyani Sebanayakam who is in her second year as a language assistant gave a presentation and helpful advice on the hands-on challenges and obstacles they could be facing in the new (and foreign) environment of their host and partner schools.



During their two orientation days, the language assistants learnt to set goals, to give simplified instructions in the

target language, to do group work, to include technology and game-based learning platforms, to create a positive work relationship, to avoid, rectify or use stereotypes in your favour and above all to use themselves as their main resource. Guests from the Inland Revenue Department and ANZ helped them applying for an IRD number and setting up their bank account, while the ILEP Programmes Coordinator explained aspects around their employment agreements, which lifted the bureaucratic load off their shoulders and was greatly appreciated.

At the end of their orientation, this year’s language assistants all left extremely enthusiastic and full of ideas. We are looking forward to sharing more about their experiences with the language learning community soon.



If you are interested in becoming a Language Assistant in New Zealand or if you are a New Zealand teacher or principal interested in bringing a Foreign Language Assistant for German, French or Spanish to your school for a subsidised cost, find out more details about the Foreign Language Assistant Programme [here](#).

News for Language Teachers

NZALT and Learning Languages



The New Zealand Association of Language Teachers (NZALT) plays a significant role in supporting language learning in Aotearoa and lobbying on behalf of our members. A lot of what we do is often 'behind the scenes' and, particularly when the pace of change is slow, what we are doing can go unnoticed. As we enter a new academic year, it is exciting to report to the wider languages community that the work of NZALT on behalf of all international languages taught in New Zealand schools is making a difference.

Five Key Recommendations

In my annual report to members, I made reference to one highly significant event of 2016. Arising from the ILEP Learning Languages Summit that took place on September 2015, Jeff Johnstone (Director Education, Asia New Zealand Foundation) and I co-convened a group of key stakeholders to focus on languages in education. The result was the report *Five Key Recommendations for Learning Languages to Thrive in New Zealand Schools*. This document made its way into the hands of the Minister, triggering debates about languages at the highest levels.

One significant outcome of this work was a meeting with Lisa Rodgers, Deputy Secretary, Early Learning and Student Achievement at the *Ministry of Education*. This positive and encouraging meeting signalled to us that the Ministry was acknowledging our concerns and wanting to work proactively with us to bring about developments.

Building a Network of Expertise

A component of recent reforms to professional learning and development is on-going discussion about establishing 'Networks of Expertise' that will help subject associations and other networks to do their work more effectively. NZALT is currently in dialogue with the Ministry about what a Network of Expertise for *Learning Languages* might look like. Whatever we come up with, we will be working in partnership with agencies such as ILEP and the Specialist Language Associations to maximise support for languages teachers.

We at NZALT are particularly excited about the possibilities that being part of recognised Networks of Expertise can offer. Watch this space! And don't forget to renew your membership of NZALT early in this new year.

Further links:

- [Martin East, NZALT's teaching excellence award](#)

- [The latest publication of the "New Zealand Language Teacher"](#)

By Martin East,
President of NZALT



Modern technology has changed how we communicate and innovations continue to provide opportunities. Using virtual reality technology for language education captured the imagination of Scott Cardwell to create ImmerseMe. His successful prototyping and kick-starter campaign has propelled the vision into reality! We talk to him about this exciting project.

Tell us about yourself, Scott!

I'm 28 years old from Marlborough, New Zealand. I have spent 10 years working in the online education space (previously Marketing Manager for Language Perfect) and love travelling, triathlons and people!

How did the concept for your ImmerseMe App develop?

ImmerseMe came about while I was doing an OE in 2015 and I wanted to practice simple conversations, like ordering coffee, in different languages and saw VR (virtual reality) as a great technology to make something immersive.

How is it coming together?

One year later we've just finished filming content for 10 languages and will need another 5-6 months for post production and beta testing before we launch commercially.

What was it like gathering the footage?

Any favourite moments for you?

I'm not going to lie, it was pretty stressful at times gathering footage because we had such a short window (5 days) in each country and didn't know anyone when we first arrived in each city. But really it was actually a pretty incredible adventure and an awesome excuse to travel, meet locals, have conversations, learn, laugh and get an appreciation for a new culture. Some of my favourite moments were being invited to dinner with a lovely family in Rome, walking up the Great Wall of China carrying a 15kg bag of camera gear and going out for karaoke with a group of Japanese businessmen!

How do you see the relationship between technology and language learning?

I've always said that technology has to serve people and not the other way around. What I see with VR is an opportunity to use some extra senses (like sight, sound, touch/interactivity, speaking) to simulate a language exchange and in turn give learners an alternative to traditional methods like vocab revision. At the end of the day it's just another tool to engage learners and help them build confidence to go out and use their language skills in real life. You'll never replace an actual experience and we don't want to. We want to prepare learners for a lifetime of adventure, travel and curiosity!

Is the App suitable as a tool for teachers of languages?

Yes this will definitely be an app suitable for teachers of languages. Our content is purely practical and not able to be customised just yet. In time we plan to collaborate with local media companies to produce a greater range of scenarios.

How and when can we get our hands/devices on it!

Our goal is to launch in April 2017 on mobile and web browsers. We hope to make ImmerseMe compatible with cheap VR headsets like Google Cardboard as soon as possible but it's not compulsory to use the app with a headset. It will be available on the Google Play and Apple Store.

Find out more on the [ImmerseMe Website](#)